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ABSTRACT

This booklet focuses on the Kansas City (Missouri) Chiefs professional football team and is designed to teach geography through the use of newspapers. In Section 1, "The Local Scene," the instructional activities help students to learn about the Kansas City metropolitan area through collecting news stories and advertisements. Section 2, "The Chiefs Opponents," lists 12 other National Football League (NFL) teams and outlines activities that use the newspaper to locate the weather and other items of interest about the metropolitan areas where the teams reside. The final section entitled "Special Projects" gives three bulletin board ideas for tracing the Chiefs' travels throughout the football season, collecting sports cartoons, and gathering information on the other teams. Another project suggests that the students send for the hometown newspapers of other teams to compare sports stories about the games played between the teams and the Chiefs and to review other features within the newspapers. A list of the addresses for all of the NFL city newspapers is included. (DJC)

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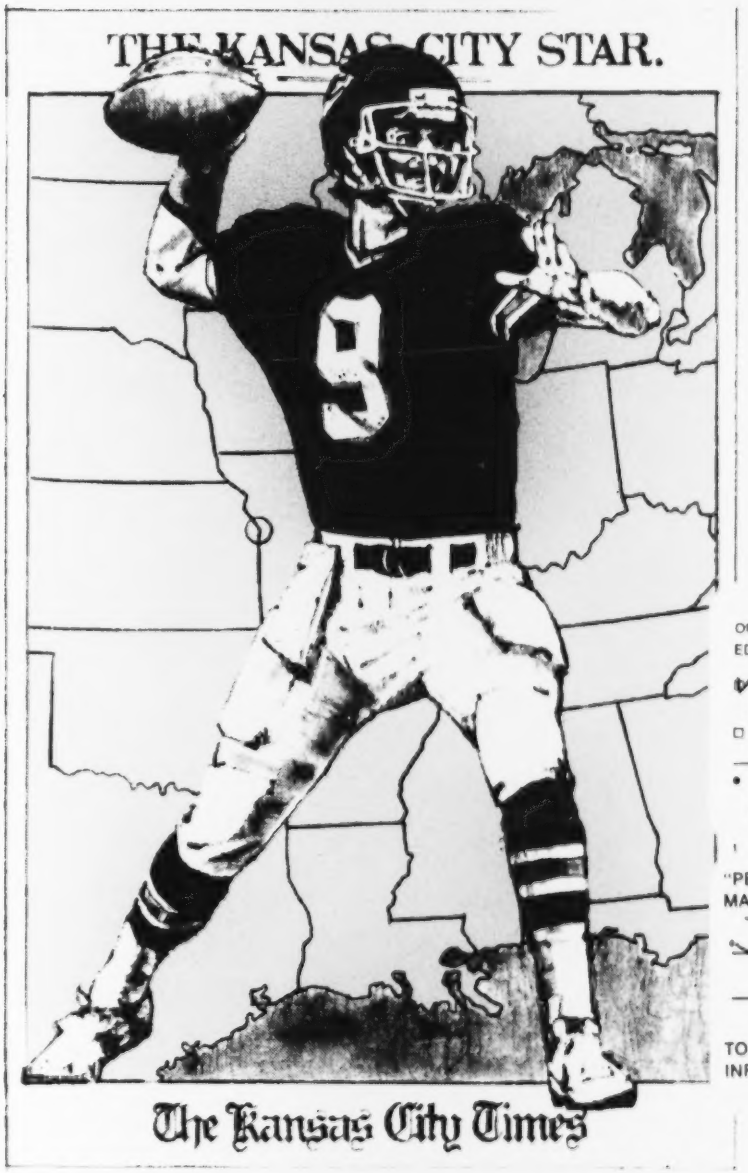
Newspapers, Football & Geography



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The Educational Services Department of
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NEWSPAPERS, FOOTBALL AND GEOGRAPHY

Special thanks to the Kansas City Chiefs Community Relations Department for providing football data and for the opportunity to co-sponsor the Chiefs Geography Program.

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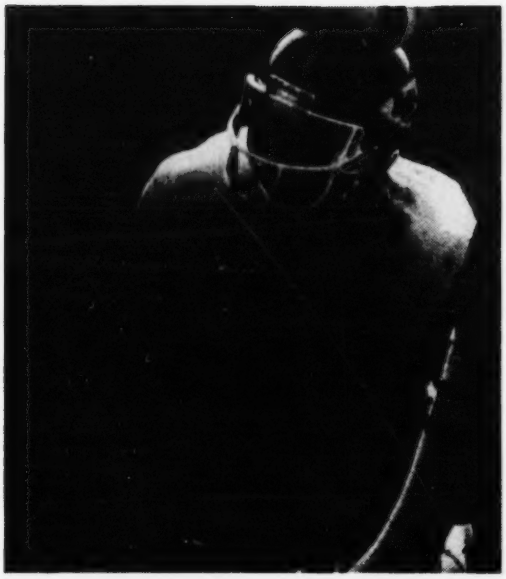


SECTION 1
THE LOCAL SCENE

1

Section I

Newspapers, Football and Geography

The Local Scene

Local Geography and the Newspaper

Some of the most frustrating moments for an educator can occur when student responses to questions pertaining to local geography reveal little knowledge about our local metropolitan and rural areas. In such a mobile, sophisticated society, we as educators expect this knowledge to be built-in. However, cultural differences do exist and students living in one area of a city may be just as isolated from the rest of the city and the world as rural children were early in this century.

Whatever limitations exist, the newspaper can introduce into the home or the classroom the world beyond the local neighborhood. Since a major source of community pride and regional interest lies with our football team, activities involving the Kansas City Chiefs add a stimulating "real-life" dimension.

The following activities are intended to be used in a variety of curricular areas, but the final outcome will be a more thorough knowledge of the metropolitan area.

Instructional Input 1

A knowledge of the greater Kansas City area can be developed and maintained through analysis of newspaper advertising from local business.

Activity 1:

Direct students to identify five major shopping areas and locate them on a metropolitan map of Kansas City.

Activity 2:

Selecting one of the shopping areas identified in Activity 1, students should scan the newspaper for display advertising that focuses on a product, a store, or a special event or entertainment that can be found in this shopping guide. (See activity 3)

Activity 3:

Students may use the information collected in the above activity to develop their shopping guide for a school visitor as follows:

Title Page: Identify shopping area and general location within the city.

Page 2: Students should write a general description of the shopping area, based on prior knowledge and information gained from advertising.

Page 3: Students should draw a map giving directions from their school to this shopping area. The map is to be accompanied by a narrative paragraph of direction to the "visitor."

Pages 4 and on: The following pages can consist of sample ads collected in Activity 2, with hints about good buys, specialty stores, etc. Students may find that some businesses not only advertise a product or service but also highlight easy accessibility for the public in a description or on a small map within the ad. Have students watch for these.

The last pages of the shopping guide can emphasize Kansas City attractions
located near the selected shopping area. Students should be directed to watch for news stories/features or promotional ads about special events in their shopping area.

Instructional Input 2:

Using newspaper stories and features about local news and events, students become well informed about what is occuring on the local scene and how these events may affect them personally.

Activity 1:

Direct students to scan the newspaper for stories written about a local news event. Have students clip the story, mount it on a sheet of construction or white paper. Students should write a summary of the story using complete, coherent sentences. The summary should include what happened, where in the local area it occurred, and how this story may affect the student, the student's family, or the student's acquaintances.

Activity 2:

Direct students to find news stories about areas in or near Kansas City with which they are unfamiliar.

As a classroom group activity, ask each student to locate the area on a local, metropolitan map. Have the group discuss geographical features that are unique to the area; the cultural influences that may exist; the types of businesses that they can expect to find; and why the area may be geographically a good location for these types of business. (Students may rely upon their newspaper ad activity to identify these businesses.)

Activity 3:

Have students use the metropolitan map to divide geographical areas of the city by county. Students are to rely upon the newspaper sports pages, display advertising, movie directory and entertainment pages to prepare a list, by county, of entertainment available in those locations. This activity may be completed as an individual or in small groups.

Activity 4:

News articles and feature stories will frequently appear in the sports pages relating to events involving the Kansas City Chiefs. Have students locate Arrowhead Stadium on the metropolitan map. Then, have each student make a list of the streets and highways they must travel to go from their home to the stadium to attend a game.

Instructional Input 3

A football fan's proximity to Kansas City has a direct influence on the purchase of season tickets and/or single game tickets.

Activity 1:

A high percentage of Chiefs season ticket holders come from within a 50-mile radius of Kansas City. Have students list states, counties, cities and towns that are found within this area.

Activity 2:

Single game ticket sales commonly occur within a 200-mile radius of Kansas City. Repeat activity 1, expanding radius to 200 miles.

Based on the information given in activity 1 and activity 2, have students write an editorial that informs the reader of these facts and explains why this situation exists. Hint: students should keep in mind economy.

Instructional Input 4

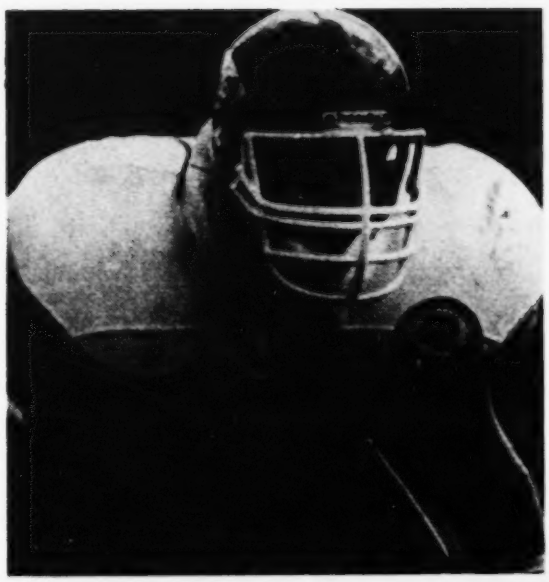
The Chiefs basic marketing area for ticket sales is the four-state area of Missouri, Kansas, Nebraska and Iowa.

Activity 1:

Have students clip the weather map from *The Kansas City Times*. Direct them to shade in the Chiefs four-state marketing area.

Activity 2:

Direct students to indicate on the map where they think other professional football teams may begin to market sales and identify these "bordering" pro teams. Hint: Midway through Missouri, the St. Louis Cardinals football team may draw ticket sales for their games.



SECTION 2
THE CHIEFS OPPONENTS

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Section II

Newspapers, Football and Geography

The Chiefs Opponents

The Chiefs Opponents

Each week, the Chiefs face an opponent from a different part of the U.S. This presents an ideal opportunity for educators to motivate students by making the most of the enthusiasm for football while developing an awareness of unique geographic features of our nation.

The following suggestions are intended to spark ideas for creative use of the newspaper in making these discoveries on a weekly basis, as different sectors of the nation are represented by the team the Chiefs are to face during the week. Two geography activities are suggested for each Chiefs opponent. These activities may be timed according to the Chiefs schedule, or the ideas suggested with one opponent may be used when studying other opponents.

New Orleans Saints

1. Using *The Times* weather page, direct students to shade and write in the name of the state in which New Orleans is located. Students should then place a small circle at the approximate point where New Orleans is located.
2. Using the same map, have students label each state that borders Louisiana. Ask students to place an X on any of these bordering states which house another professional football team, and challenge them to name the team and the city and to mark the appropriate location of the city on the map.

Option: Clip the weather map, include the date the map activities were completed. Place the map in a notebook for future reference or in development of a Chiefs geography journal to be added to weekly.

Los Angeles Raiders

1. Using news stories in today's *Times*, locate as many datelines as possible of news stories that originated in California Clip *The Times* weather section and the story datelines and glue the datelines near their proper location on the map. (A good extension of this activity is for students to read the story, identify the who, when, what, where and why questions answered by the story. A group discussion may then focus on the reasons the local paper may have had in running this story.)
2. Using the weather map, have students write in the names of the states (you may include the names of these states' capitals) that the Raiders or Chiefs would fly over assuming a straight-line route from L.A. to K.C.

Further challenge your students to see if any of these state capitals are listed in the city-by-city conditions report located to the right of the weather map. Students may be asked to fill in the map with these cities' forecasted temperatures for game day and cite geographical influences on weather in any one of these cities.

Miami Dolphins

1. Direct students to locate Miami on *The Times* weather map. Have students write a brief paragraph describing the uniqueness of Florida's physical characteristics and identifying its geographical and topographical location and how this may influence its climate and weather patterns, travel and tourism trade, natural resources, cultural influences, architecture, etc.

   Have students develop an additional paragraph which contrasts Missouri with Florida, taking into consideration the same factors listed above.
2. Direct students to the display ads or classified (for sale) ads to look for items that may be of great or little importance to people who reside in Miami. Have students clip the ads and write a brief statement about the product or service and its potential for use/non-use in Miami.

Seattle Seahawks

1. Discuss what team symbols are and why they are used. Scan the sports pages for as many football symbols as you can find. Look in the photos, ads and scoreboard pages for a variety of symbols, including those that are specifically sports-related. Have students clip the symbols, paste on a sheet of paper and write a statement which explains what the symbol represents and why it is an appropriate symbol.
2. Some sports team symbols may have a unique tie with their geographical location. Identify symbols that have strong geographical (or historical) relevance to their location. Explain the relationship.

An added challenge — each student may select one or two teams whose symbols have little or no geographical ties — and develop new symbols that will reflect geographic relevance, emphasizing the student's prior knowledge of the geographic area, its history or unique characteristics.

San Diego Chargers

1. The Earth can be divided into the Northern, Southern, Eastern and Western hemispheres. Kansas City and San Diego are located in the same two hemispheres. Identify these hemispheres. Then direct students to find as many newspaper stories as possible that come from cities located in the opposite hemisphere(s). Have students clip the articles, identify the appropriate hemisphere(s) and write a brief summary of the story, especially noting if there is any information about geographic, historical, or cultural uniqueness of the area.
2. Develop a profile of an avid football fan. Include a description of items this fan would consider necessary for attending a football game or watching a game on television. Use the classified and display advertising section to find these items and calculate the total cost of this type of football "equipment". Have students identify the retail stores in their neighborhood area that might offer these items new. Note if they would have to drive beyond one mile to get to any of the stores which advertise the items selected.

Los Angeles Rams

1. Have students mark in *The Times* weather map the location of Los Angeles. Students should then be directed to mark the outstanding geographic characteristics of this state, labelling with the names of mountain ranges, oceans, lakes, bays, etc. Have students label bordering states and state capitals.
2. Using the weather page of today's newspaper, find as many cities as you can under the city-by-city conditions section that are located in the state of California. Now write the names of those cities at the appropriate location on the weather map. Clip this map and keep in your geography notebook.

Denver Broncos

1. Use the information about Denver and Kansas City that can be found on the weather page, along with news accounts and opinions found in the sports section about the game at Denver. Have students write a script and present a three-minute sportscast that contains opinion, projections about the approaching game, the anticipated weather and the geographic details about Denver that can cause problems for athletes. References to Denver should contain as many geographic or historical characteristics as possible.
2. As a follow-up to the activity above, divide the class into two groups. Assign one group of students the task of listing all the advantages/disadvantages the broadcast medium has in reporting a football game. (You may want to further divide this group: one assigned to complete the task for radio; the other, for television.) The second large group should be assigned the task of developing a list of advantages/disadvantages of the newspaper medium in reporting a game. This group also may be further divided to complete the task from the viewpoint of a national newspaper and a local newspaper.

Houston Oilers

1. Direct students to mark on their *Times* weather map the approximate location of Houston and all cities of Texas they can find on the city-by-city conditions listing. List high/low temperatures within the state. Have students explain the effect Houston's location may have on its climate.
2. Using prior knowledge about the state of Texas, have students develop a list of natural resources and products for which Texas is known. Do any of these products have a geographical link to the state? Direct students to look in the display ads for products that exemplify or reflect what is produced in Texas.

Pittsburgh Steelers

1. Check the newspaper for time of the game with the Steelers. What time will the residents of the out-of-town team have to tune in to radio or television broadcasts to receive the report of opening kick-off?
2. Using *The Times* weather map and a national weather map, have students draw in lines of time zones in our nation, show (by drawing a clock face in each time zone on the map) how the times would vary from noon in Kansas City. Indicate the appropriate abbreviation for each time under the clock. CST, (etc.).

San Francisco 49 ers

1. Discuss with students historical news events that occurred in or near the city of San Francisco. (i.e., the gold rush, the great earthquake). Have students explain the geographical connections to the events.

   An optional assignment to accompany this activity might be to have students write a modern day news story about one of the events, a feature story on the geography of the region, or an editorial about the event's impact on the people or the economy of the area.
2. Have students identify other states or regions in the United States that have experienced similar events. Are there any regions that may have potential for an earthquake or a large gold find in the future?

   On what geographic facts are these predictions based? Have students show the approximate locations of the areas discussed. What are the similarities/differences of these areas?

Indianapolis Colts

1. For the Chiefs featured player this week, select from the player bio either the location of his college, birthplace or residence. Discuss any geographic features shared by the location chosen compared to Indianapolis. e.g. — time zone, section of country, similar latitude, climate, topography, industry, resources, etc.
2. Compare temperature highs and lows of Kansas City to Indianapolis. Develop a graph to reflect the temperature comparisons for the three days reported in the city-by-city conditions listing in *The Times*. Is there much variation in the temperatures? Account for similarities/contrasts in group discussion.

Atlanta Falcons

1. Using *The Times* weather map and a ruler, have students identify the AFC football team nearest Atlanta and the AFC team the greatest distance from Atlanta. Have students compare answers.
2. Have students list other Chiefs opponents this year that are located in the same time zone as Atlanta. Find news stories that have datelines coming from this time zone. Briefly summarize each news story and explain.

These activities may be used during each football season although football schedules may change and opponents will differ; the activities may be adapted to complement changing schedules.

SECTION 3
SPECIAL PROJECTS

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Section III

Newspapers, Football and Geography

Special Projects

I. Creative Bulletin Boards

A. "Pathfinders"

As a classroom project, use the newspaper to follow the travels required this year by the Chiefs and their opponents during the football season. On the large map, indicate the path required for the competing teams to reach their destination(s) each week by using colored string or yarn and push pins. Have students develop a legend to indicate games and corresponding yarn colors.

This project may be adapted for each student's journal. Cut the weather map from *The Times* and have students use colored markers to indicate the path that may be traveled on the map. The colors used should correspond with the large classroom map.

B. "Photo-Funnies"

Sports photos are usually full of action. Body positions or facial expressions are often unusual. Have students watch for especially captivating football photos, clip the ones chosen and mount them on construction paper. Students should be encouraged to unleash their creativity by developing humorous statements that can serve as captions, or cartoon-style "balloons." Each student may be assigned a week in which he is responsible for adding to the "photo-funnies" bulletin board.

C. "Up-Against-The-Wall" Mobiles

Have students work individually or in pairs to develop bulletin boards for display each week throughout the geography program.

1. Students may begin by cutting out a football shape from construction paper in a color symbolic of the team they've chosen. A felt-tip marker should be used to write the name of the city and team on the football.
2. Next, using construction paper, have students cut the outline shape of the state in which their chosen team is located. (This shape should be placed directly under the football on the bulletin board.) Make a large star on the state where the capital is located and write the name of the capital with a felt-tip pen. Make a square where the team's headquarters are located and write in the name of the city and stadium where the football games are played.
3. In the coming weeks of the geography program, use *The Star and Times* to look for the following items to plan for or add to the bulletin board display.
   a. General news stories about the city or state can be mounted on like color of construction paper to be placed on the left of the state outline.
   b. Travel and tourism articles about the state can be mounted on a different color paper and placed to the right of the state outline.
   c. Advertisements which contain final products that the state is known for (or products actually from the state) may be mounted on the bulletin board below the state outline. Also have students look for job opportunities from that state advertised in our local classified ad section. (Students may use information from their selected target date city's newspaper for accumulating information. See special projects, section II.)
4. Students should develop a general fact sheet about "their" state to be attached to the bulletin board. The fact sheet could contain the following information:
   a. largest city in the state—population
   b. capital city—population
   c. unique geographical features
   d. major industry(ies)
   e. per capita income
   f. date state admitted to union
   g. state flower, motto, etc.

II. Target Date Activity—Description

To extend awareness of national geography and develop knowledge of local concerns of various American cities, the target date activity can be used with students working individually or in pairs for access of information. In a target date activity, individual students or small groups identify a city they want to "adopt" for this project. A letter is written to the major newspaper(s) of each city to request a complimentary copy of the daily newspaper on a particular date chosen by the class. It is a good idea to choose a date when the class is receiving copies of *The Kansas City Star/Times* to compare news stories that appear in both, and to note uniqueness of some of the coverage. About one or two weeks after the date, the individual students or small groups may make the comparisons of "their" city to Kansas City, based on information found in the newspaper received. Of course, research of another geographic area can be extended beyond the newspaper, though the newspaper presents a panoramic view of the city's economy, culture, politics, government and populace.

Students may select any city; however, the teacher may want to set limitations to NFL cities, AFL cities, or both — to complement involvement in the Chiefs Geography Program.

Set out on the following pages are target date questions to be answered after the newspaper from the city has been received.

The skill areas emphasized by these activities are numerous:

1. grammar, punctuation, capitalization
2. development of letter writing skills
3. skimming and scanning
4. reading for facts and information
5. critical reading
6. forming opinions
7. multiplication, addition, subtraction, division
8. ratios
9. creating and reading charts and graphs

How to Begin Your Target Date Activities

1. As a class, select a weekday several weeks in the future to be your target date. A Wednesday is usually best as this is traditionally the weekday when newspapers carry the most advertising. Avoid a weekend publishing date, as the newspapers are larger and more costly to mail.
2. Have each student choose the city, state and newspaper which will be contacted by him/her. Use the list of newspapers in the index for contacts.
3. As a class or individually, write a business letter addressed to the appropriate person at the newspaper selected. Remember, this letter represents not only a request for a newspaper, but it also reflects an image of the student and the school. Neatness and clarity are important and your students should see this letter as much a part of the total lesson as the follow-up activities.

   A good business letter will contain.

   (Return Address)

   Student Name
   Elm Elementary School
   29 Maple Ave.
   Pine Tree, AZ 85621
   Sept. 10. 1984

   The NIE Coordinator
   The Kansas City Star/Times
   1729 Grand Avenue
   Kansas City, Missouri 64108

   (Inside Address)

   Dear (Name):

   (Salutation)

   (Body of letter stating request clearly)

   Thank you for your kind attention.

   (Closing) Sincerely,

   (Signature) A. Student

4. The body of your letter should:
   - Explain briefly about your target date activity and what you are doing.
   - Request a complimentary newspaper copy from them for your specific target date.
   - REMEMBER TO THANK THE PERSON FOR HIS HELP!!!
   - Response time from newspapers may vary, but calculate seven days for your request to arrive and 10 days for the edition to be forwarded through the mail from the newspaper.

     (Some teachers have students select two cities to write to as some students may not receive replies to their requests.)
5. Mount a large map of the country or world on your wall. As class members start receiving their newspapers by return mail, write their name, the city, state or country contacted, and the name of the responding newspaper on a 3x5 card and attach with year to the map. Include the date the reply was received. Later, you can see if the last person to receive an answer was writing to the city farthest from Kansas City.

   When everyone has access to his or her own copies of both an out-of-state newspaper and either *The Star or The Times*, all of the pre-selected target date, try the following activities. Then, make up your own or let the students suggest new ways to further these suggestions!

Target Date Activities!

Front Page

1. Measure the width/length of the two front pages. Measure column width. Compare results.
2. Compare the names of both newspapers. Which do you like best? Why?
3. Compare the amount of local, state, national, international news on each front page. (You could circle each type in a different color to make comparison easier.)
4. Since you are comparing a copy of both a Kansas City newspaper and a paper from out of town, both of the same date, how many front page news stories do they both have in common?
5. What is the lead story of the day in both newspapers?
6. For each newspaper, how many pictures appeared on each front page? Are they news or feature pictures? What is the subject of each?
7. What important people, places and events are mentioned on both front pages? What issues or events?
8. Check the index of each paper. How many sections does each paper have? On what page did you find the index?

Editorial Pages

1. How many letters to the editor are in each newspaper? Show your answer as a ratio. What are the subjects of three of the letters to the editor in each paper?
2. How many editorial cartoons are in each paper? What is the issue of the cartoons in the *The Star or The Times*? The other paper?
3. Classify the editorials of both newspapers as to local, state, national, international issues.
4. Do the two newspapers share any editorial issues? If so, what stand or viewpoint does each express on the issue?
5. Evaluate the purpose of the out-of-state editorials. Are they informational? Satirical? Persuasive? Analyze each one and show examples of how each editorial fits a certain category.
6. Which syndicated cartoonists and editorialists appear in each newspaper? Does *The Star or The Times* have anything common with the out-of-state newspaper? If so, is their contribution to each paper the same?
7. Does the out-of-state newspaper give us any other information that *The Star or The Times* does not give us on the editorial pages?

Television Schedules

1. List the name, call letters, and channel numbers for all stations in both the metro area and out-of-state.* Which city has more stations? Do we have any stations of the same channel number?

   * FOR EXAMPLE—KCTV5 (CBS)
2. Name five (or more) TV shows Kansas City and the other cities have in common on this particular target date. Do any of these shows come on at the same time in both cities?
3. Express as a ratio the number of news shows on today in both cities. Do the same for the number of cartoon shows.
4. List all the shows on at the same time in your out-of-state city. (Remember the time changes, if any, between the two cities!).
5. Does the out-of-town newspaper have an article by its TV critic? If so, what subject does he or she discuss? Compare this to Kansas City's TV editorial.

Advertising

1. If you were given only the ads from your out-of-state newspaper to look at, how much could you tell about this place? What could you tell about the weather, ethnic groups, cultural events, livestyle, etc. of the place?
2. Select a recipe from either newspaper. Shop for the ingredients for this recipe from the ads in the rest of the newspaper. In which city did you spend the most for your ingredients? The least? What was the difference?
3. List as many things as you can sold in Kansas City and NOT found in your out-of-state newspaper. Now do the same for the things advertised out-of-state and not in Kansas City.
4. In the first section of each newspaper, categorize every ad as either a local or national ad. (An example of a national ad would be American Airlines; an example of a local ad would be the Jones Store Co). Can you locate similar national ads? If so, are the prices listed in the ad the same in both cites?
5. Figure the column inches given to advertising in the first section of both newspapers. Compare these amounts.

Sports

1. Compare the types of sports reported in *The Star or The Times* newspaper to those in our out-of-state paper. How many are similar?
2. How many sports columnists in both papers are syndicated? Local? What is the subject of their editorials on this day? Compare their viewpoints.
3. Sports pages are a great place to find puns and plays on words. What examples do you find today in both newspapers? Compare the headline styles of *The Star or The Times* and out-of-state paper.
4. Outline all the local sports stories and pictures in red and all the national stories and photos in blue. Measure the column inches given to each category of story in both papers. Is the emphasis on the local or national scene in both papers?

Classified Ads (Want Ads)

1. Find a job classification in your out-of-state paper we DON'T offer in Kansas City. Find one we offer in Kansas City but NOT in the out-of-town newspaper.
2. Compare the salary of a comparable job offered in both cities.
3. Compare the cost of the same type of (used) cars in both cities.
4. Compare the other classified sections in your out-of-state paper to those in the Kansas City newspaper. List all the categories you can find that we don't have.
5. Choose a house or apartment from your out-of-state newspaper which you would like to live in. Find a similar house or apartment advertised in Kansas City's newspaper. How do prices compare?

Comics

1. Compare the number of comic strips offered by each newspaper. How many do we have in common? List them.
2. Which cartoon strip do we offer that you would trade for one of theirs? Why?
3. Find a one panel cartoon in each newspaper. What is it? What is the subject?
4. If each multi-panel cartoon strip costs approximately $13.50 per week and each single-panel cartoon costs $7.00 per week, figure the cost of the cartoon section to both papers.
5. Categorize each city's cartoon strips as to moralizing, adventure and comedy.

Movies

1. List one G-rated movie being shown in both Kansas City and out of town. Listed two PG-rated movies in each city. Find a movie being shown out of town with which you are NOT familiar.
2. Under the categories Comedy, Tragedy, Western, Science Fiction, Adventure, group the movies being shown in each city. Which city features the most offerings in each category?

Weather (Use *The Times* for this comparison)

1. Compare the average high and low temperatures of the two cities on this date.
2. Calculate the amount of daylight each city received. (The difference between sunrise and sunset hours.)
3. See if the out-of-state newspaper reported Kansas City's temperatures.
4. List as many things as you can that the out-of-state report tells us that Kansas City's report does not. What items are reported in our paper that are not in the other paper?
5. Compare the pictorial weather maps in both newspapers. Which is easier to read and why? What format does each newspaper weather map give us? Which map gives us more information?
6. Compare the temperatures reported in national cities and cities around the world. Do these coincide with Kansas City's reports of the same cities?

Special Sections

1. Turn to the advice columns in both newspapers. Who offers advice for personal problems? Household hints? Medical advice? Financial advice? Do the two newspapers subscribe to any of the same columns printed on this particular day in both newspapers?
2. Find as much information as you can on what young people are doing in Kansas City and the out-of-state city. (This could even include a comparison of school lunch menus!)
3. What special sections are included in your out-of-town newspaper? What special sections are in the Kansas City newspaper?
4. Do both newspapers have a business section? If so, what information is contained in both cities' newspapers?

INDEX

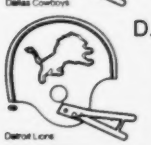
The following list of newspaper companies will provide your students a contact for request of complimentary copies of newspapers. Be sure to have students direct their letters to the person/position named on the list for best results.

I. National Football Conference

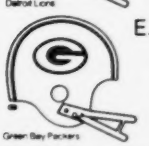
A. (Atlanta Falcons)
NIE Coordinator
THE ATLANTA JOURNAL/THE ATLANTA CONSTITUTION
P.O. Box 4689
Atlanta, GA 30302

B. (Chicago Bears)
Educational Consultant
CHICAGO SUN-TIMES
401 N. Wabash Avenue, Suite 707
Chicago, IL 60611
or
Educational Services
CHICAGO TRIBUNE
435 N. Michigan Avenue
Chicago, IL 60611

C. (Dallas Cowboys)
Educational Services
THE DALLAS MORNING NEWS
Communications Center
Dallas, TX 75265



D. (Detroit Lions)
Educational Services
DETROIT FREE PRESS
321 W. Lafayette
Detroit, MI 48231



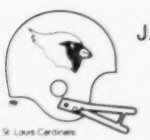
E. (Green Bay Packers)
NIE Coordinator
GREEN BAY PRESS-GAZETTE
P.O. Box 19430
Green Bay, WI 54307-9430

F. (Los Angeles Rams)
Public Relations
LOS ANGELES TIMES
Times Mirror Square
Los Angeles, CA 90053

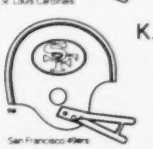
G. (Minnesota Vikings)
Back Copies Desk
MINNEAPOLIS STAR AND TRIBUNE
425 Portland Avenue South
Minneapolis, MN 55488
or
NIE Coordinator
ST. PAUL DISPATCH/PIONEER PRESS
345 Cedar St.
St. Paul, MN 55101

H. (New Orleans Saints)
Director, Educational Services
STATE TIMES AND MORNING ADVOCATE
525 Lafayette St.
Baton Rouge, LA 70821
or
NIE Coordinator
THE TIMES-PICAYUNE/THE STATES-ITEM
3800 Howard Avenue
New Orleans, LA 70140

I. (Philadelphia Eagles)
Mngr. Ed. Serv. Desk
PHILADELPHIA INQUIRER/PHILADELPHIA DAILY NEWS
400 North Broad Street
P.O. Box 8263
Philadelphia, PA 19101

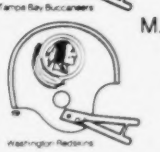


J. (St. Louis Cardinals)
NIE Coordinator
ST. LOUIS POST-DISPATCH
900 N. Tucker Blvd.
St. Louis, MO 63118



K. (San Francisco 49ers)
NIE Coordinator
SAN FRANCISCO CHRONICLE
901 Mission St.
San Francisco, CA 94103

L. (Tampa Bay Buccaneers)
Educational Services Coordinator
THE TAMPA TRIBUNE & TIMES
202 Parker St.
Tampa, FL 33606

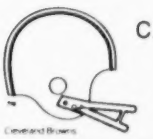


M. (Washington Redskins)
Public Relations Supervisor
THE WASHINGTON POST
1150 15th St., N.W.
Washington, D.C. 20071

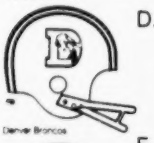
II. American Football Conference

A. (Buffalo Bills)
NIE Coordinator
EVENING OBSERVER
10 E. Second Street
Dunkirk, N.Y. 14048

B. (Cincinnati Bengals)
NIE Coordinator
CINCINNATI ENQUIRER
617 Vine Street
Cincinnati, OH 45202
or
NIE Coordinator
THE COLUMBUS DISPATCH CITIZEN-JOURNAL
34 S. Third Street
Columbus, OH 43216



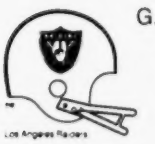
C. (Cleveland Browns)
NIE Coordinator
THE PLAIN DEALER
1801 Superior Avenue
Cleveland, OH 44114



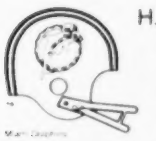
D. (Denver Broncos)
NIE Coordinator
THE DENVER POST
650 15th Street
Denver, CO 80202

E. (Houston Oilers)
Educational Services
HOUSTON CHRONICLE
801 Texas Avenue
Houston, TX 77002
or
Special Events Coordinator
THE HOUSTON POST
4747 Southwest Freeway
Houston, TX 77001

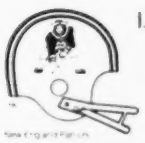
F. (Indianapolis Colts)
NIE Coordinator
THE INDIANAPOLIS STAR
P.O. Box 145
Indianapolis, IN 46206
or
NIE Coordinator
THE INDIANAPOLIS NEWS
P.O.Box 145
Indianapolis, IN 46206



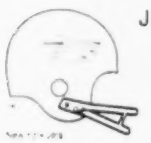
G. (Los Angeles Raiders)
Public Relations
LOS ANGELES TIMES
Times Mirror Square
Los Angeles, CA 90053



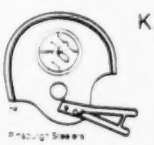
H. (Miami Dolphins)
NIE Coordinator
THE MIAMI HERALD
1 Herald Plaza
Miami, FL 33101
or
NIE Coordinator
THE MIAMI NEWS
P.O. Box 615
Miami, FL 33152



I. (New England Patriots)
Educational Director
LAWRENCE EAGLE TRIBUNE
Box 100
Lawrence, MA 01842
or
Public Affairs Dept.
THE HARTFORD COURANT
285 Broad Street
Hartford, CT 06115



J. (New York Jets)
NIE Ed. Serv. Mngr.
NEWSDAY
Long Island, N.Y. 11747
or
Manager, Educational Services
TIMES-UNION/KNICKERBOCKER NEWS
P.O. Box 15000
Albany, N.Y. 12212



K. (Pittsburgh Steelers)
Educational Services Dept.
PITTSBURGH POST GAZETTE
P.O. Box 957
Pittsburg, PA 15230
or
Manager, Educational Services
NEW CASTLE NEWS
27-35 Mercer St.
New Castle, PA 16013

L. (San Diego Chargers)
Educational Services
SAN DIEGO UNION AND THE TRIBUNE
P.O. Box 1530
La Jolla, CA 92038

M. (Seattle Seahawks)
Circulation Promo. Div.
THE WENATCHEE WORLD
14 N. Mission Street
Wenatchee, WA 98801
or
Educational Coordinator
SEATTLE POST-INTELLIGENCER
P.O. Box 1901
Seattle, WA 98111

N.I.E.

NEWSPAPER IN EDUCATION

THE KANSAS CITY STAR.

The Kansas City Times